

THE FIRST SEVENTY-FIVE YEARS OF PIKEVILLE COLLEGE

1889-1964



by
Stella Elkins, Professor of History
and
Marion Kelley, Assistant Professor of English
with an
Introduction and Inaugural Address
by
B. H. Jarman, President



"Eighty-nine steps leading to the campus level"

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INTRODUCTION

Pikeville College has come a long way since its establishment in 1889. From a one-building and one-teacher preparatory school, it has grown in three-quarters of a century to a fully accredited four-year college, with a four-million-dollar plant that includes seven major buildings and a thousand-acre farm. Our 1964-65 operating budget is a little under \$750,000. This means that we must get two thousand dollars daily in order to continue our great mission in this part of Appalachia.

We are proud of our material achievements in buildings and grounds, but even more so of the progress made in the curriculum and co-curriculum. Pikeville College must not rest on the achievements won in the past. We are now embarked on a new educational venture we call "Project Appalachia." Project Appalachia will make us a unique liberal arts institution that serves its community and students better, while maintaining the rich heritage from the past in the four great subject-matter areas — language arts, mathematics, the natural sciences and the social sciences.

Pikeville College has membership in the Association of American Colleges; the Southern Association of Colleges and Schools; the Kentucky Association of Colleges, Secondary Schools and Elementary Schools; the American Council on Education; and is on the approved list of the American Association of University Women.

Perhaps the best way to evaluate a college is to study its graduates. Our alumni are serving God and country in all the major professions in each of the fifty states and in several foreign countries. Most of our graduates, however, choose to remain in Appalachia and serve their own people, particularly in the teaching profession.

Our full-time student body has increased to 550, and our part-time enrollment is now 300. With no entrance restriction as to race, color, nationality, or sex, our students come from some twelve states and four foreign countries.

Pikeville College, unlike most of our sister schools, cannot increase tuition to meet rising educational costs, for to do so would deprive many of our mountain students from securing the benefits of a higher education. Inasmuch as our students can pay for less than one-half the cost of their education, Pikeville College depends on its friends and college family for help.

Our nearest sister four-year college is 120 miles from Pikeville. Pikeville College, in my considered judgement, is Eastern Kentucky's greatest single hope for a more enlightened, moral, prosperous, and beautiful place to live.

Looking backward to Pikeville College's first seventy-five years, I can truthfully say that our predecessors ran a good race. My greatest hope is that when Pikeville College celebrates its sesquicentennial in 2039 A.D., educational historians will say that we, too, ran a good race.

Finally, I earnestly solicit the aid of all our friends to make Pikeville College an institution worthy of a free people in a great land.

B. H. Jarman, President

HIGHLIGHTS OF PIKEVILLE COLLEGE'S FIRST SEVENTY-FIVE YEARS

- 1889 – First building erected
- 1898-91 – Dr. David Blythe, first president
- 1894 – First Graduating Class
- 1899-1911; 1915-32 – Dr. James F. Record, president of Pikeville College
- 1908 – The Derriana, dormitory for women, dedicated
- 1908 – Alumni Association organized
- 1918-20 – Gymnasium built by students, under supervision of contractor
- 1921 – Gymnasium opened with basketball game
- 1923 – Ground broken for Administration Building
- 1923 – First Junior College graduate
- 1925 – First Founders' Day
- 1925 – Laying of cornerstone of Administration Building
- 1929 – Wickham Hall completed
- 1933-37 – Frank D. McClelland, President
- 1938-40 – Dr. H. M. Crooks, president
- 1939 – Founders' Day, fiftieth anniversary
- 1941-62 – Dr. A. A. Page, president
- 1944 – Francis Farm purchased
- 1946 – Gymnasium destroyed by fire
- 1948 – New Gymnasium opened
- 1952 – First Homecoming and Queen
- 1957 – THE Flood
- 1957 – First baccalaureate degrees awarded
- 1957 – Pikeville College Academy discontinued
- 1959 – First Development Fund Drive begun
- 1960 – Gillespie Apartments for faculty members completed
- 1961 – Training School discontinued
- 1961 – Condit Hall for Women, Memorial Hall for Men, and new cafeteria opened
- 1961 – Pikeville College received accreditation in the Southern Association of Colleges and Schools as a four-year college
- 1962 – Record Memorial Building Dedicated
- 1963 – Dr. B.H. Jarman inaugurated as president of Pikeville College, Founders' Day
- 1963 – Marvin Student Center dedicated, Founders' Day
- 1963 – March Flood
- 1963 – Reorganization of Alumni Association
- 1964 – Second Development Fund Drive begun
- 1964 – Dedication of Mary I. Spilman Faculty House, Founders' Day
- 1964 – 75th Anniversary, Founders' Day



Administration Building (left) and Wickham Hall

BOARD OF TRUSTEES

Rev. James W. Angell	Chairman
E. M. Pace	Vice Chairman
William J. Baird	Secretary
Norman A. Chrisman	Treasurer
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R. H. Hobbs	Pikeville, Ky.
Ernest R. Mitchell	Cincinnati, Ohio
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Rev. James S. Stewart	Scarsdale, N. Y.
W. W. Walker	Bluefield, W. Va.
Jarrett M. Wood	Ashland, Ky.
James C. Zimmerman	Louisville, Ky.

ADMINISTRATION

B. H. Jarman	President
Rediford Damron	Academic Dean
Howard W. Hoover	Dean of Students
John Waddell	Registrar
Ralph T. Kilgore	Business Manager
Faye Belcher	Librarian
Lynne Bonnett	Dean of Women

FACULTY	RANK	DEPARTMENT
Marigrace Barnett	Instructor	Commerce
Henry Berg	Assistant	Mathematics
Bruce Brown	Assistant Librarian	
Glenn Brown	Instructor	Biology
Paul Butcher	Instructor	Physical Education
Alma Culton	Associate	Religion
Mildred Davis	Assistant	Commerce
Franklin Day	Professor	Science
Stella Elkins	Professor	Social Studies
O. F. Frye	Associate	Education
Mary Belle George	Assistant	English
Herbert Going	Assistant	Social Studies
Alice T. Going	Assistant	Social Studies
Christina Goodman	Assistant	English
Robert Hacke	Professor	English
Talma Haney	Assistant	English
Gertrude Ison	On leave	
Lovell Ison	On leave	
Willard Jinks	Associate	Biology
Calvin Jones	Associate	Social Studies
John Paul Jones	Professor	Music
Mary Elizabeth Jones	Assistant	Music
Marion Kelley	Assistant	English
Richard McConnell	Assistant	Religion
Wray Miller	On leave	
Helen B. Osborne	Assistant	Physical Education
Louisa Plummer	Associate	Science
Julius Layne Tackett	Assistant	English
Virgil O. Turner	Assistant	Education
Clara Walsh	Instructor	Education
Marguerite Weber	Associate	Art
Elizabeth Wilson	Assistant	Mathematics
Howard L. Yelverton	Assistant	Physical Education
Cedric Yeo	Professor	Languages

ADMINISTRATIVE ASSISTANTS

Ethel L. Beem	Secretary
Patty Coleman	Secretary
Barbara Conn	Secretary
Velda Daughtrey	Housemother
Roberta H. Hoover	Secretary
Denis Racine Ratliff	Assistant Business Manager
Mary I. Spilman	Alumni Secretary
Nancy P. Taylor	Manager of the College Cafeteria



PIKEVILLE COLLEGE

1889-1964

In 1883 the Reverend Samuel Paul Hendrick, who had come into the Big Sandy Valley in Eastern Kentucky a few years before, had a small Presbyterian mission church in the mountain village of Pikeville, a yellow buggy, and a vision. He had found this region with no churches and no schools, and he had traveled the region in his yellow buggy. When he returned to Ashland to make his report to the Ebenezer Presbytery, he told of his vision: a school for the boys and girls of the mountains who were deprived of an education because of the lack of schools. Among the many far-seeing beliefs of this minister was that a girl was entitled to the same education as a boy; and because of such beliefs and because of his vision, the Ebenezer Presbytery appointed a committee in 1887 to investigate the region with the idea of establishing a school.

This committee was composed of the Reverend W. C. Condit of Ashland and the Reverend Samuel B. Alderson of Maysville, who traveled through the towns and villages of the Big Sandy Valley and saw indeed that few educational facilities existed in the region. Dr. Condit was to remember long the day when he first came "up the old Chattaroy road on a horse borrowed from a stranger." For, after this survey of the town along the river, the committee selected Pikeville, the county seat of the largest county in the region, as the best location for a school.

Moreover, this village of "over three hundred inhabitants" was the largest and most prosperous in the district, strategically located, and of easy access to the mountain counties of Virginia and West Virginia, where the same paucity of educational facilities prevailed. The first "circular" of the new school, which was called the Pikeville Collegiate Institute, extolled the beauties of the town and its surroundings:

The scenery of the whole region is very beautiful and attractive, and Pikeville is the center of the mountain region of Eastern Kentucky. The climate is delightful, and no better place can be found for the location of an institution of learning than this little mountain town.

And the college circulars for the first six years of the school's history proudly boasted of the town: "It has had no bar-rooms for nearly ten years."

In 1889 three acres of land on the edge of this small village and bordering the curving Lavisa Fork of the Big Sandy River were purchased for \$1000 from Arch Huffman of Pikeville. A description of the site written ten years later gives a picture of this early "campus":

The ground in front of the building sloped gradually to the tree-bordered road in front. Back of the buildings it fell away to the river. A hedge of Osage oranges protected . . . from the afternoon sun, and beyond the hedge lay an old orchard. There were at that time no buildings opposite or beyond the school grounds, only an unbroken view of the hills. It was a very pleasant home-like place.

And in this first year of the young institution's history, a man of God was waiting to advance and aid its growth. In the summers of 1887 and 1888, the young David Blythe — 28 years old, "extremely handsome" and a recent graduate of Lane

Seminary – had served as pastor of the mission church in Pikeville; and in the spring of 1889, the year that the new school was to open its doors, he was ordained pastor of the church. To the work of building the school this young minister turned with zeal and fortitude.

Mr. Blythe did actual labor on the building, helping to dig the basement, lay the foundation and build the walls. But he contributed more than the labor of his hands – in addition he put \$1000 into the building fund, this sum being probably more than he received as president for the entire year. As one of his early students recalled: "He certainly laid a sound, solid foundation for Pikeville College . . . David Blythe worked with his head, his hands, and his heart. He helped dig the foundation of the building in the cornfield."

Thus, in a four-room brick building, which served as both church and school and which had cost \$6000, the new school opened its doors on September 16, 1889, with an enrollment of 125 pupils, who mingled with paint and unfinished walls for several weeks afterwards. As for the young "president" on this occasion, "there was not a happier man in the state of Kentucky."

The first college circular stated that the school had been founded "for the purpose of supplying the long felt need of a higher education for extreme Eastern Kentucky," but the courses of study remained for a long time on elementary and high school levels. By the beginning of the third year, the objects of the institution had been more nearly clarified:

The object of the school is to draw out and develop the powers of the student's mind in such a way that he will be best fitted for a useful life. In order to do this, there are two courses of study arranged for the college department, classical and scientific. The aim of the classical course is to fit young men and women for entering the sophomore class of the best colleges in the state. The aim of the scientific course is to give a good practical education to young men and women who have not the means to take them through college.

Though the listing of the different departments varies in the early college circulars, in general the school work was divided into a "primary" department, a "preparatory" department, and a "college" department. But it was early stated that the school "was not founded for the bestowing of degrees, but to give a good practical education to those persons who pursue its courses."

With these purposes as its goal, the new school opened that first September with the young principal-minister and two teachers, though by Christmas a kindergarten teacher was added. The two teachers were Miss Ruth A. Gottlieb and Miss Lucy A. Dodds. To one of her students Miss Dodds was a "most excellent teacher," and to the handsome young president she was more; for by the summer of 1890 he had married her and settled into a four-room cottage on Main Street in the town. The new Mrs. Blythe "shared Mr. Blythe's dream for mountain children" and soon was hard at work spearheading a drive for funds with which to erect the first dormitory for the school.

For already the young institution was feeling growing pains. By the end of the second year the school circular stated: "The usefulness of the school has already been hindered by its having no boarding hall for the teachers and lady students." But through the efforts of Mrs. Blythe, with contributions from such sources as the Warren Memorial Church and the College Street Church of Louisville, and under

the supervision of Mr. Blythe, a ten-room frame building was begun, so that the "Annual Catalogue" for 1893-94 could state, "Hendrick Hall, the dormitory, is now completed, and can accommodate twenty-five young ladies." Besides the rooms for the "young ladies," the building contained parlors, a dining room and a kitchen.

Hendrick Hall welcomed its first "young ladies." During the second year of his term of office, because of straitened finances and in order to be near the construction of the new dormitory, he and his wife had moved into one room of the school building, with curtains to partition the large space into smaller "rooms."

But the young minister had labored too hard in his new vineyard: "He visited the sick and poor besides his own church members; and that after teaching half a day. On Sunday he had Sunday School, preached the morning sermon, had Christian Endeavor Society meeting and preached again in the evening." In the fall of 1891 – the third year of the school's history – the blow fell: "Overwork, and typhoid fever from which he never fully recovered, caused him to give up his dearly loved Pikeville work."

With the departure of Mr. Blythe in the fall of 1891, the school closed its doors until the fall term of 1892, when Mrs. Katherine Vreeland, the only woman to head the school in its history, took over the duties of principal. She held the position for two years, and it was during her term that the school's first high school graduation was held – in 1894. Three students comprised the class, two girls and one boy – Nona Connolly, Lizzie Syck, and Sidney Grey.

On the evening of Thursday, May 31, 1894, at eight o'clock, the large court room in the courthouse in Pikeville was bedecked for this first graduation of the Pikeville Collegiate Institute. The two girls had walked to the courthouse in black slippers, carrying new white slippers wrapped in newspapers because the streets were too dusty for the new ones, ordered from New York – "\$1.98 a pair." The courthouse was ready for the exercises, for Lizzie Syck saw to that:

The rostrum was too low for our stage, so a platform was built up over the railing. School boys and friends wound flowers and vines all around the railing and covered the pillars from bottom to top with roses, daisies, ferns, and vines. Dr. Wrightsman (our Chemistry teacher) built a pyramid of flowers with roses and daisies. The boys went out on Chloe Creek and carried back lard cans of large ferns for the decorations.

And there was plenty of room for everyone: "As the class was small, our teachers and parents sat on the platform . . . with us."

From Ashland came Dr. W. C. Condit to make the first graduation address for the school to which he had been and was long to be a friend. From their home in West Liberty, Ohio, came Mr. and Mrs. Blythe so that the young minister could confer the diplomas upon the first graduates of the school for which he had "laid the foundation."

Following the period of Miss Vreeland's service in the institute, there came a succession of three presidents. In 1894-95 Mr. T. J. Kendricks, who had been a teacher the previous year, took over the position. In 1895, the Reverend Harvey Hammet came as a supply pastor for the church, and he took over the duties. In 1898 he was succeeded by the Reverend Thomas Cornelison, who served for one year.

By the end of the school year 1898-99, the Institute, now facing the tenth year of its existence, found itself in a "very run-down condition." But once again there was a man of God who stepped into its history. Into the life of the floundering school came a man who had something of the zeal of its first principal – "Like Mr. Blythe he was very much interested in the school." Dr. James F. Record came from Minnesota to begin a long period of service for the mountain school.

It had been in the early summer of that year, 1899, that Mr. W. S. Fulton, one of the trustees of the Pikeville Collegiate Institute, had gone to Minneapolis as a commissioner to the Presbyterian General Assembly; and there he met and talked with Dr. Record, who was then pastor of the Presbyterian Church at Kasota, Minnesota. Mr. Fulton offered the job of president of the Pikeville school to the Minnesota minister. "After some correspondence and prayerful consideration," said Mrs. Record later, "my husband accepted the offer, and we turned our faces toward Pikeville." However, Dr. Record arrived first in their new home state and went to confer with Dr. Condit in Ashland, who told him: "Go in and make what you can of the work." Subsequent events showed that what the new president made of the work was well made.

After settling himself in the Connolly House in Pikeville, Dr. Record went to Williamson, across the hills in West Virginia, to meet his wife and bring her to the new home in the Big Sandy Valley. Together they headed back over the tortuous road to Pikeville. They started early on a summer day:

After breakfast we started with the hack well loaded down by trunks and hardware. It was a hot August day. The road crossing mountains, following creek beds, or skirting the hillside seemed unending. Finally as the sun was dropping behind the hills, we reached the ford at Pikeville. The river was low and the crossing easy.

The new president and his wife, tired from the all-day journey of thirty miles, passed through the town and on to Hendrick Hall, where they were to live.

It was Mrs. Record who found the small Institute a "pleasant home-like place," but the two newcomers soon found that the school building "needed repairs and equipment." Though the upstairs bedrooms in Hendrick Hall were "fairly well furnished and supplied with pillows," the downstairs rooms, "except for one that had been furnished by Dr. Condit's church were almost destitute of furniture." In the double parlors there was only a piano. In the dining room there was only a table – no silver and no chairs. "And indeed," said Mrs. Record, "for the first year we carried chairs with us when we went to our meals."

The years from 1899 through 1901 were hectic years for the Institute and the Records. Midway in their first year, finances became so low that the teacher of the lower grades had to be dismissed, and Mrs. Record assumed this charge. Though the school year began more auspiciously in 1900, a smallpox scare frightened away three teachers.

But by 1902 attendance had increased to the point that an addition to the original school building was made in that year. To the original four rooms were added two classrooms, a chapel, and an office. Bricks for this addition were made by students on the campus. For some, this increase in building space made for a satisfied – if short-sighted – complacency. On the stairway of the school building, as one of the trustees and Dr. Record descended from inspecting the enlarged building, the trustee said, "Now we have all the buildings we will ever need." Only a few years were to prove him wrong.

It was during these early years of the Twentieth Century that Dr. Record turned his attention in earnest to the problem of teacher education. It had been announced in the circular of the Institute for 1890-91 that the school had a special purpose, for it said:

To Teachers

If you desire the latest and best methods used by the most successful teachers in our country in imparting instruction, you will find them taught and used in our school, or if you desire to prepare yourself for greater usefulness by extending your fund of knowledge, you will find inducements held out in every course.

For the first ten years of the school's history, references in the circulars indicate that the educating of teachers remained a prime objective. The "Preparatory Department," states one circular, "prepares teachers for county examinations and to do better work in the line of teaching." But it was not until Dr. Record assumed control in 1899 that the school could point with definiteness to its

Normal Department

Beginning with January, the Institute will inaugurate a course of study for those who wish to take the State Public School Examination. We will have full facilities for teaching all the necessary branches and can assure to all bright and studious teachers a satisfactory showing in the Examination.

The "Normal Department" from these early years of Dr. Record's administration continued to grow and expand.

The end of the school year in 1902 saw the Records' first graduating exercises in the new chapel. Though the graduating class was composed of only two students, nothing was stinted in the observance of this zenith in their scholastic career. Again Dr. Condit came down from Ashland. On Sunday morning of that week he preached the baccalaureate sermon, and that night he preached again. On Tuesday night he gave a lecture. On Wednesday night a "Declamatory Contest" was held. And on Thursday afternoon, when the graduation took place, the business houses of Pikeville "closed in recognition of the occasion."

This graduation seemed to mark an upswing in the fortunes of the Institute. Although another outbreak of typhoid fever occurred in 1903, the school began to grow in earnest. In the fall of that year a business department was added. In 1905 ten rooms were added to Hendrick Hall, but already the need for a larger, more up-to-date dormitory for girls had become acute.

At this point Mr. John A. Simpson, a member of the Board of Trustees from Covington, Kentucky, provided funds for a dormitory to be built on land which had been purchased on a hill overlooking the town. Work began on this building in 1906 and was completed in 1908. In honor of Mr. Simpson's sister who had recently died, the building was named "The Derriana." Later Mr. Simpson bought land for the Institute in front and below the dormitory.

The foundations for this first building, on what was to become the main campus of Pikeville College, were laid as carefully as David Blythe had done for "the building in the cornfield." Both the building foundations and the retaining wall in front were —

the work of Emil Suter, a Swiss stonecutter. His long hours of overtime work and his faithful service are worthy of special mention. At one time

when remonstrated with for his going so deep to lay the foundation for the wall, the stonemason said, "If I do not dig deep, it will last your day, my day, but not a hundred years. I lose time, but I build it right."

The wall still stands today.

When Derriana Hall was completed, Dr. and Mrs. Record moved into rooms in the building, and Hendrick Hall on the "lower campus" became the school's first boys' dormitory. The Derriana Hall became the scene of another of Dr. Record's far-reaching plans for the future of the school:

A few weeks prior to their graduation in 1908, Dr. Record invited to his home, in the Derriana, that class of 1908 and all the previous graduates of Pikeville Collegiate Institute. He told the group that there were now enough graduates to form an Alumni Association. Thus at this time, the Alumni Association was organized and Mrs. Nona Connolly Bowles, member of the first graduating class (1894), was elected President.

At the first Alumni Banquet held shortly afterward in the dining hall of The Derriana, Dr. Record acted as master of ceremonies. . .

In 1909 a step was taken which was to change the status of the Pikeville Collegiate Institute, now in its twentieth year. In that year, with the approval of the Synod of Kentucky, the Articles of Incorporation of the Institute were amended to make the school a chartered college empowered by the State of Kentucky to confer college degrees. Although more than ten years were to pass before a college curriculum became an integral part of the curriculum, the intervening years saw many preparations for entering into the new status. And the college "Catalogue" for 1909-1910 bore for the first time the name "Pikeville College" instead of "Pikeville Collegiate Institute."

Dr. Record's health began to decline, and in 1911 he resigned as president of the college. His place was taken by the Reverend J. P. Whitehead, who came from his pastorate of the Presbyterian Church at Newport, Kentucky. But four years later, in the summer of 1915, Dr. Record returned to resume charge of the college.

Among Dr. Record's far-sighted beliefs was that of Pikeville College as a means of service to the life of the area it served. Through his efforts the first county agricultural agent was brought into Pike County, and for some years extension classes in Agriculture were taught at the college. In 1916 he offered Derriana Hall to the federal government as a clinic for the treatment of trachoma, then rampant in the county.

And under his aegis, the physical plant continued to grow. In 1918 a gymnasium was built, largely by student labor, on the "lower campus." On "the Hill", near Derriana Hall, a cottage was constructed as a residence for teachers. In 1921, a large frame building to house the lower grades was built behind the original school building, though later a building was rented for a training school for these grades from the town of Pikeville, and the frame building became the second boys' dormitory.

The year 1925 marked another first milestone in the growing college, for on October 21 of that year, the first Founders' Day was observed, an event which has become a tradition. The regular chapel exercises were held in the morning of that day, and at this gathering addresses by several outstanding visitors were heard. At noon a lunch was served to students and visitors in the dining room of Hendrick Hall. In the afternoon the Founders' Day program was given at the Presbyterian Church.

Once again Dr. Condit was present – it was to be his last major appearance at this school for which he had worked long and hard – and when he rose to speak, the audience “stood to express their love and respect.” The second Founders’ Day, in the following year, was devoted to the memory of this man who had shared the vision of the school in the hills and who had died after seeing evidences of its continued growth due largely to his own unceasing efforts.

By this time the growing college felt an acute need for an administration building, and as early as 1921 a campaign for funds was under way. Money came from friends of the college as well as from the Kentucky Presbyterian Education Movement. And in memory of her husband, Mrs. Delos Wickham of New York gave money for a chapel, complete with the region’s first pipe organ. The chapel was to adjoin the proposed administration building. The work on the building began in 1925 and was completed in 1926. On the day of the dedication of the building, Mrs. Wickham, who had come from New York for the services, said to Dr. Record: “This is the end of a perfect day.” With this day began the move of the main center of the college to the hill where once Derriana Hall had stood alone.

The first *Highlander*, the college yearbook, was published in the school year 1926-27, and it carried a picture of the new Administration Building. This first edition was dedicated to the “new Pikeville College and its promising future.” The name, *The Highlander*, which continues to be the name of the yearbook, was suggested by Carl Hatcher, an academy senior then, now a supervisor in the county schools of Pike County.

That year the United Lyceum Bureau of Columbus, Ohio, presented a concert series of four numbers. The school had many activities in addition to the academic program. There were literary societies, debating teams, a Latin Club, Christian Endeavor Society, an orchestra, basketball and tennis teams, and a Glee Club which made a tour of Pennsylvania, Ohio, and Eastern Kentucky.

Commencement that year was an elaborate affair, lasting about a week. There were breakfasts, buffet suppers, an organ recital, a theatre party, a festival, the baccalaureate sermon, class night, an alumni banquet, and the commencement address.

In the year 1927-28 the college had its first “Pikeville College Bears.” The academy continued to have both boys’ and girls’ basketball teams, and the “College Bears” also played baseball.

In these years the academic program included Latin, Greek, the Bible, education, psychology, English, history, economics, home economics, mathematics, French, German, Spanish, biology, chemistry and physics.

As early as 1929 the college was emphasizing in the annual catalogue and the yearbooks the fact that the college would probably become a four-year college soon. Of course, this was the goal, but it was not realized until 1955. The junior college work was recognized by the departments of education of Virginia, West Virginia, and Kentucky for certification of teachers and was accredited by the Southern Association of Colleges and Secondary Schools.

The year 1929 was the year that Wickham Hall, a dormitory for young men, was completed. Standing near the Administration Building, this structure would accommodate 96 young men and also contain a dining room for 250 persons.

In the year 1929 the estimated cost for an entire year in college was \$227.50. In that year also the value of the college plant was \$600,000. There were twenty-two members of the faculty, including college, academy, and training school faculties and the administrative officers. The college had 101 students on its roll; the academy had more than 100; and the training school had about 100.

On Valentine Day, 1931, the custom of choosing a king and queen – still popular at Pikeville College today – was begun. Irene Syck was chosen Queen of Hearts, and Byrd Cox was Saint Valentine. This choosing of lovely queens has continued so that today there are the Homecoming Queen, Christmas Queen, May Queen, and a candidate for queen of the Mountain Laurel Festival.

In 1932 Dr. Record resigned as president of the college, after thirty years of devoted and sacrificial service. This year a very extensive Founders' Day – or Founders' Week – was held. The activities were to celebrate the work of the founders of the college and to honor Dr. and Mrs. Record. The celebration lasted for three days. Many visitors and friends of the college from all over the country attended or sent messages. At Dr. Record's retirement there were 273 students enrolled in the college. When college work had been added in 1919, there had been only three college students.

Since 1932, Founders' Day has been observed regularly. Memorable ones are Founders' Day in 1960, when Dr. Eugene Carson Blake was the speaker, and the cornerstone of the Record Memorial Building was laid; Founders' Day, 1963, when Dr. B. H. Jarman was inaugurated ninth president of Pikeville College. On all these occasions many notables from the Presbyterian Church and friends of the college were present.

Mr. Frank D. McClelland, dean at the time of Dr. Record's resignation, became president and continued in that capacity until October 15, 1937. In the year 1937-38, Mr. Norman Chrisman, treasurer of the college, devoted much of his time to the college, acting as president without the actual title.

During that year Mrs. N. A. Chrisman, Mrs. Josephine Kirk, and Mrs. H. C. Bowles effected notable expansion in the library facilities of the college. New furniture and new quarters for the library were provided in memory of their mother, Mrs. Nona Connolly, a member of the first graduating class of the school. In that year a grant of \$2000 was received from the Carnegie Corporation for library books. These generous gifts made the library one of the notable features of the college.

Dr. Harry Means Crooks became president of the college in September 1938, and served until his resignation in October 1940. Dean A. A. Page assumed, ex officio, the duties of president and was officially elected to the office in October 1941. He continued as president until December 31, 1962.

When Dr. Page became president, the buildings on the entire campus were the Administration Building, the Derriana, Wickham Hall, the gymnasium (then an old frame building), the president's home (the white frame building that is now faculty apartments), the dean's home, Hendrick Hall (now used for faculty members), three faculty residences, and the Academy Building (the original brick building).

World War II was hard on the college enrollment, expansion, and finances during Dr. Page's early years as president, but with his determination and devotion, coupled with much hard work and the cooperation of a Board of Trustees who believed in the college, it continued to forge ahead.

Early in 1944 the college bought a thousand-acre farm on John's Creek. This was made possible largely through the interest of Mr. James D. Francis, a member of the Board of Trustees. The farm has helped to furnish food for the dining room, to provide work for students, and to demonstrate and encourage better farming in the region.

Early in Dr. Page's administration, the "workshop" program, which has proved successful, was begun. Opportunities for work were given to needy young men and women as a means of paying for their entire tuition as well as room and board. This program is still a boon to such young people. There had always been opportunities for self-support for students, but a definite program was now worked out and the details placed in the college catalogue.

In these years from 1942 to 1962, great improvement was made in the physical plant. After the war, Dr. Page was able to purchase army buildings which were moved to the campus. One was converted into a new and spacious gymnasium with a large playing space, a seating capacity of 1800, offices for the physical education staff, dressing rooms, several classrooms, and other facilities. This gymnasium has brick siding and is as good-looking as well as an adequate gymnasium. The College Bears have won many games on the hardwood. The college has enjoyed many parties and proms there; and the physical education classes meet regularly there.

Another government building was converted into a classroom building for the Academy, the lower floors of which contained apartments. In 1957 when it was decided to close the Academy and develop a full four-year college program, the building became college classrooms and offices.

The third army building was used to create a faculty house, which was always intended to be temporary. It served unmarried faculty members from 1947 to 1963.

Three pre-fabricated two-bedroom houses were also bought from the army and erected on the campus. These houses were improved and still provide three comfortable faculty homes.

The college also bought a number of houses and apartment buildings in town, but adjacent to the campus. These are used by the college personnel.

Twice during Dr. Page's administration — in 1955 and 1962 — the women of the Presbyterian Church made Pikeville College the recipient for their "opportunity giving." They also gave the college nation-wide publicity. The college was invited to sing for the General Assembly of the Presbyterian Church at their convocation in Los Angeles, California, in 1955. Making the trip with the choir were Mr. Forest Eugene Albert, who was their director, and Dr. and Mrs. Page. The choir sang in several cities en route. During that same year, college faculty members and students presented the college story at churches in many parts of the country. The women of the church also had color slides and a story to circulate in churches where personal contact was not possible.

The first of these generous gifts of more than \$100,000 by the women of the church was used in erecting the \$750,590 Record Memorial Building. It is a five-story building containing a chapel and a library, with a portion of the future library space now occupied by the art and education departments. The chapel has a large window with a Celtic Cross, which is always lighted at night and can be seen from many parts of the city. The stage is a large concert stage, well equipped with curtains

and lights. Two Steinway pianos, the gift of the John Cline family and the Collingwood Presbyterian Church of Toledo, Ohio, and a Ridgen pipe organ are on the stage. The library is carpeted from wall to wall, has colorful furnishings, and now has over 30,000 volumes as well as many periodicals and newspapers.

The second of the gifts from the Presbyterian women was used to furnish the building.

During Dr. Page's administration the Marvin Student Center was begun. In fact, ground for the student center and for the Record Memorial Building was broken on two consecutive days in May 1959. The student center was built by student labor, and the plans for the building were drawn by Mr. Samuel Dean of the college faculty.

As the college continued to grow, new dormitory space was needed. Memorial Hall for men and Condit Hall for women were ready for occupancy in 1962. Memorial Hall also contains the college cafeteria, which has all new equipment and a seating capacity of about 500.

A modern apartment building for the faculty was built, largely by student labor, and was completed in 1960. These are the Gillespie apartments. Miss Mabel L. Gillespie of Pittsburgh gave a large sum toward the erection of this building. She hoped to establish a permanent home for teachers who gave long and faithful service to the school. Miss Mary I. Spilman, who had served the college first as a teacher and now as alumni secretary – since 1918 – was the first to occupy an apartment in this building.

The T. H. Harman house was purchased and remodeled for the president's new home.

Along with the growth of the physical plant, the college was making the same outstanding progress in other fields. The amendment of the Articles of Corporation in 1909 had empowered the college to offer four years of college work and to confer degrees, but it was not until 1916 that the first college freshmen were admitted. Until 1955 the college remained a junior college. In 1953 the Board of Trustees voted to add the remaining two years of work and obtained the approval of the Synod of Kentucky and the Board of Christian Education of the Presbyterian Church, USA. The third year was added in the fall of 1955, and the fourth year in the fall of 1956. The first baccalaureate degrees were awarded in May 1957. In 1961 the college was admitted to full membership in the Southern Association of Colleges and Secondary Schools.

In the fall of 1959 the college had its first Student Council. This Council strives to keep communication open between the students, the faculty, and the administration. They strive to plan activities that will benefit and entertain the students, and they give valuable assistance to the college in many ways.

In the fall of 1962, Dr. Page resigned as president, effective December 31. He had served the college long and well. Many buildings, a dedicated faculty, a four-year accredited college, and many ideas implanted forever in the hearts of the young men and women who have attended Pikeville College, are lasting monuments to his memory and to the memory of Mrs. Page, who supported him and the college with love, faith, devotion, and sacrifice.

Dr. Raymond J. Bradley, chairman of the education department, served as acting president in the interim before Dr. B. H. Jarman was elected to succeed Dr. Page.

Assuming office on February 1, 1963, Dr. Jarman came to Pikeville College with a rich background of educational and administrative experiences. His inauguration as ninth president of the college was one of the highlights of the 1963 Founders' Day program.

Already in his administration the Marvin Student Center has been completed and opened for use. The building contains a large bookstore, a snack bar with a large dining space, a recreation room, a conference room, two offices for student organizations, a center for meetings of the Student Christian Fellowship, and an apartment for the director of the building.

In the summer and fall of 1963, Wickham Chapel was converted into four spacious classrooms and four faculty offices; and the dean's former office was converted into a post office. Construction also was begun on a modern nineteen-unit faculty apartment building, called the Mary I. Spilman Faculty House, named in honor of a devoted and beloved Pikeville College teacher. The building was completed and ready for occupancy in the fall of 1964.

In seventy-five years the college has grown from a campus of three acres with one building to one of 22 acres with more than nineteen buildings and a thousand-acre farm. The college has about sixty members on its faculty and staff. The student body is more than 750. The endowment funds are now over \$600,000. The college has had two successful development funds. The one just completed brought in pledges for approximately \$100,000. Gifts from churches and friends have been very important. As the college grows in every way, so do the expenses for operation. Whereas in 1930 the cost of a year was estimated at \$227.50 per student, the cost today is about \$1,000. This sum is, of course, what the student pays, but an almost equal amount must come from other sources.

As the college continues to grow, it continues to expand its influence for God and country in the lovely hills where it stands today and where it has stood for seventy-five years. In all parts of the United States and in far-away Korea, Thailand, Guatemala, Germany, and Holland its influence has been felt.

We look back with grateful thanks to all of these people who worked, sacrificed, loved, and prayed in the first seventy-five years. And we pray sincerely that the next seventy-five years may see more and more young men and women getting the "spark" at Pikeville College and going out to be a blessing, whether it is here at home or in lands across the sea — or in this space age, perhaps, on another planet!

As Pikeville College begins the second seventy-five years, we salute her!



"Looking To The Future"

PIKEVILLE COLLEGE LOOKS TO THE FUTURE

By

B. H. JARMAN, PRESIDENT

(Inaugural Address 10 October 1963)

October 10, 1963, may not prove to be a great day in the affairs of men, nor even for Pikeville College, but for me it will be remembered as one of the great days of my life. Everything I have ever done, my formal schooling and educational experiences, have been directed to the appointment as the ninth president of Pikeville College. I wish to share with you the hopes and aspirations I have for the institution I lead and the community it serves.

Pikeville College is a link in a long chain of great traditions. There is no period in American history untouched by our church-related colleges. All our pre-Revolutionary colleges had church roots, even Franklin's College of Philadelphia. These schools produced the Witherspoons, Caldwells, and Jacksons, who carried the Word and higher learning to North, South, East and West. Our laymen include Harriet Beecher Stowe, Stonewell Jackson, John Wanamaker, Andrew Carnegie,

Woodrow Wilson, and Dwight D. Eisenhower. Intellectualism, scholarship and dedication go hand-in-hand.

Whenever and wherever Presbyterians are, schools are encouraged. Calvinism in Colonial days was largely responsible for later universal schooling through stressing the Protestant ethic that each man is his own priest, and must be taught to read the Scriptures for himself. Today, Presbyterian students enrolled in institutions of higher learning far outnumber any other denomination percentage-wise.

The primary place held by church-related schools gradually gave way to public and privately controlled colleges. We Presbyterians lost many of our great schools, including Princeton and Washington and Jefferson. Today church-related schools are fighting for survival. We must profit from our past mistakes. In spite of our economic handicaps in competing with state schools, we have unique advantages and opportunities that can be exploited. A complex and multiple American Society cannot have its needs met by any single type of institution. Neither the state nor private institutions must be allowed to have a monopoly on higher education. Competition between and among institutions is the very breath of improvement. In short, the state needs church-related schools for we are vital to the public welfare.

Pikeville College, as with our sister church-related schools, must avoid dangers from both left and right. Dangers from the left come primarily from cultural compromises of a religious and social nature. In our desire for the community's social acceptance and approval, we have lost sight of our primary purpose, Christian witness and mission. The church-school image has all too often become that of a snob institution. Indeed, a visiting professor from a public or private college would have difficulty in finding significant differences among the three types of institutions in terms of curricula pursued, student activities, faculty personnel, and the campus moral climate. Pious requirements in English Bible and chapel attendance are no match for students' minds when pitted against Greek letter fraternities and an attitude of complacency with respect to current mores in drinking and sexual behavior. Moral leadership must not be sacrificed for social followership.

The greatest dangers from the right are anti-intellectualism and formalism. Anti-intellectualism does not trust the human mind to search for truth wherever truth may lead. It creates an environment that is inimical to higher education, freedom to teach and freedom to learn. The church-related college under anti-intellectualism tends to be little more than a post-graduate Sunday School. It is distinguished more by its ignorance than by its knowledge.

The second danger from the right is formalism. Formalism is more concerned with perpetuating the institution's structure than it is with meeting the new functions and needs of a changing society. Formalism and the closed mind go together. Formalism has learned nothing from Charles Darwin's *Origin of Species*, that changing functions necessitate changing structures in order to survive. Church-related colleges must meet the changes of our day or we will go the way of the extinct dinosaur and other prehistoric creatures.

I know of no institution of higher learning today in the United States that is not preparing its students to live more in the past than in the present or probable future. In the ideological battle for men's minds and loyalties, we know neither what we are for or against. In our attempts to close the gap in knowledge between the social studies and natural sciences, research in the behavioral sciences has

been shamefully neglected. In a divided world made increasingly smaller by technology, we have made few changes in curricular offerings that would help us to understand the needs and wants of emerging nations and their peoples. Research in atomic energy to date has been directed largely to war and human destruction. The college graduate is ignorant in understanding either automation, the space age, or the increasing shift in emphasis from the individual to society. Latin America, Asia, and Africa remain for him merely far away places. Since Herodotus, today's need is unmatched for the colleges to re-examine their purposes, programs and products. The American dream will be won or lost, not on the fields of battle, but in the classrooms, laboratories, and playing fields.

We take great pride today in the number of college graduates who go on to university graduate and professional schools. The liberal arts college should not let this fact blind them into becoming mere preparatory schools for later university specialities. We need to modify drastically the liberal arts curriculum, but in doing so we must preserve the unifying function of general education. Specialization should be built on the solid rock of general education that will enable natural and social scientists to hold common knowledge, to live according to universal value judgements, to see the big picture, and to communicate in a language that everyone understands.

The American people are divided into five distinct groups as to what a college education is for. The "mental discipline" adherents believe in training the mind and teaching the student how to think. The "furniture of the mind" group stresses the cultural heritage contained in the traditional subject matter fields of mathematics, language arts, natural sciences and social studies. The "vocational" group is concerned primarily with earning a livelihood and economic success. The "social aristocracy" group believes that the undergraduate college is a place where the right people come together to find the right mates, live with the right companions and make the right social contacts for later life. The fifth group, albeit smaller than any of the others, is concerned primarily with a college environment that will develop and express the individual's personality. The American liberal arts college, therefore, is all things to all men and may range from the Great Books to the Country Club, and from the Vocational School to the Finishing School.

Liberal arts colleges, regardless of type of control, vary in aims and curricula. A pluralistic society makes variation both necessary and desirable. If this is so, what distinguishes church-related colleges from public and private institutions? I believe there are seven ways in which church-related colleges must differ from their sister schools in order to justify their existence. The seven cardinal principles that must be unique to church-related colleges are as follows:

1. A church-related college is a place of study where students are encouraged to choose a God that they can worship and serve without reservation.
2. A church-related college is a place of study where the Christian religion is professed and practiced in church membership, societal relationships and in corporate worship.
3. A church-related college is a place of study where teaching and learning take place in an environment of Christian values.
4. A church-related college is a place of study where the process of decision-

making on all levels – trustee, administration, faculty, alumni and student – operates in a framework of Christian values.

5. A church-related college is a place of study where students are encouraged to search for a mission in life that is both satisfying to themselves and is worthy of the Christian heritage.
6. A church-related college is a place of study where students are helped to make the three great life choices – the value judgements that direct each life, the choice of mate, and the choice of profession – in a Christian framework.
7. A church-related college teaches and practices the Protestant ethic. Each person has freedom of choice. Each person, therefore, must be held accountable for his actions and his choices. He cannot rationalize his behavior to Freudian psychology, Spencerian sociology, or Dewey philosophy.

What will be the role of Pikeville College in this great and important task? It would be presumptuous of me to speak alone for the College. The answer must come from the combined voices and efforts of trustees, administration, faculty, alumni, students, and community leaders. I believe, however, that all who know Pikeville College will agree that of the 45 Presbyterian-related colleges, we are the most unique.

Located in the heart of the Kentucky mountains, our nearest four-year sister college is 120 miles from us. Let us visualize Pikeville as the center of a great circle with a radius of 50 miles. Within this circle there live a half-million people in whose veins course the blood of their early English and Scotch-Irish frontier ancestors. Some 8000 boys and girls reach yearly their 18th birthday. We are in the heart of one of America's most beautiful and most economically depressed areas. The percentage of high school drop-outs is among the highest in the nation. This is our community. This is our parish. These are the people Pikeville College serves.

From the humble beginnings of 74 years ago, with but one instructor, Pikeville College today has a staff of 75 persons, an educational plant valued at \$4,000,000 and an approved annual budget of \$700,000. Unlike most colleges, Pikeville cannot increase its tuition rates to meet rising costs, for to do so would be to defeat our stated purpose in providing a sound intellectual and Christian college education for mountain youth. We must depend on the kindness and generosity of outside friends to help us carry on our great work.

The *Pike County News* on 18 August 1960 stated in succinct language the College's contribution and influence to the Big Sandy River Valley:

"It would be difficult to imagine what the intellectual and cultural level of this section would now be if Pikeville College had not existed; what kind of public school system Pike and the surrounding counties would have had if we had not had Pikeville College to train teachers, what loss there would have been in business, governmental and professional positions without the College."

What are my personal hopes and aspirations for Pikeville College? I would begin by having the College remain as a strong church-related institution that by precept and example exemplifies the Seven Cardinal Principles described above. Within this framework Pikeville College will strive to meet the particular needs of the community and people we serve.

We must regain in Eastern Kentucky our sense of mission, pride, and initiative. The big problem confronting us is to make young men and women feel that they matter, that they have a purpose, and that Pikeville College can provide opportunities for them.

Our college environment must stress the dignity and worth to the individual, his right to be different from his fellows in his interests, needs, and goals. Our students are remarkably intelligent and creative. We must provide opportunities for individual growth that will release the student's powers to learn, to think, to create, to love, to meet adversity and to worship.

Our failures in the 20th Century have seldom been technical and scientific. They have been failures in human relations, how to live together at home and abroad. I am inordinately proud of our race integration record at Pikeville College. We are an example of human dignity that the community, state and nation can take pride in and emulate. We are devoted to the three H's in education, head, hand, and heart. It is not enough for students to know; they must also learn to feel and to believe.

Pikeville College must strive to provide for its students both a good and a superior education. A good education helps the individual to solve familiar problems, while a superior education aids him in solving novel problems. A good education is no match for today's problems characterized by change, complexity, and increased technology.

In the final analysis, Pikeville College's worth must be judged by its graduates. Critics for higher education will not be convinced that a college is good or bad by the number of books it houses in its library and the number of earned degrees held by its faculty. A superior college produces the uncommon man. It is the uncommon man who made this nation great, who pushed back the physical frontiers; the frontiers of ignorance, hate, disease and fear; and who was unafraid to think and to express new ideas.

Ours is not the first generation to feel that the problems confronting us are the greatest in history. Even if it is true, our means for solving them are also the greatest in recorded history.

The 17th Century was much like ours, a century of transition. The old philosophy and theology were being challenged by laboratory sciences, just as in our day the release of atomic energy threatens to produce a Frankenstein monster capable of destroying its inventors. Our Calvinistic ancestors three centuries ago were unafraid. When Oliver Cromwell was asked to define a good soldier, this is what he said: "I had rather have a plain, russet-coated captain that knows what he is fighting for and loves what he knows, than one that you would call a gentleman and nothing else."

At Pikeville College we know what we are fighting for and we love what we know. We are girded with the armor of the 121st Psalm - "I will lift up mine eyes unto the hills." May these inspiring words remind us of reverence for God, beauty of worship, zest for living, joy of study, and enthusiasm for work and play. Committed to our Christian democratic tradition, the great days of the church-related college are before us. Pikeville College looks to the future with confidence and anticipation.



